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ABSTRACT

This document is a report on the characteristics and demographics of early alert students at Santa Monica College (SMC) (California). Early alert students are those deemed by faculty to be at risk of continued success and progress at the community college. These students are identified and notified by mail regarding the services available to aid them. This report compares final course grades of early alert students with results of the complete student population. In fall 2000, SMC reported 7,913 early alert student grade records and 72,912 total grade records. About 28% of the early alert students received a grade of C or higher compared with 67% for all students. 25% of the early alert students received a D or F grade compared with only 10% for all students. The withdrawal rate for early alert students is much higher than the overall student population, 47% to 19%, respectively. This report shows that males are more often identified as early alert students across all ethnic populations except Latino. The report also shows that students between the ages of 18 and 22 are most likely to be identified as early alert. Other distinctions of early alert students like enrollment status, citizenship, major of study, and degree objective are discussed. Tables are provided with specific results and explanations. (MKF)

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The Characteristics of Early Alert Students - Fall 2000

Research Report 2001.6.1.0

June 19, 2001

Peter Geltner

Introduction

Each Fall and Spring semester, faculty members at Santa Monica College are asked to determine which students are not progressing well in their classes. Rosters are distributed to the faculty members early in the semester. Information is input about students at risk, and the rosters are returned to Management Information Systems for processing. The college mails letters to these students who are at risk, advising them about several alternate actions that they may take.

Questions have arisen about the efficiency and adequacy of the early-alert process. If the letters to the students arrive too late in the semester, the students may not have time to take remedial action. If alert designations are attempted too early in the semester, the faculty members do not have sufficient information about the students to make valid assessments.

Due to the early assessment of the students, mistakes may be made. Some students may be placed on early alert incorrectly, and perhaps other students have been left off the list that should have been placed on it. Since student dynamics change during a semester, there are no data available to distinguish between the correct placements and the incorrect placements.

Thus, this report will only examine the characteristics of students who have been placed on early alert. No judgments will be made concerning biases in placements on the list or cause-effect relationships between being on the alert list and succeeding or failing to succeed in class.

Grades Received by Early Alert Students

A comparison was made between the final course grades of students receiving early alert notifications and final course grades of the complete student population.

Fall 2000					
	Early Alert		Graded Students		Difference
grade	n	%	n	%	Alert - All
A	334	4.2%	19,642	26.9%	-22.7%
B	648	8.2%	15,633	21.4%	-13.3%
C	1,147	14.5%	11,192	15.4%	-0.9%
Cr	86	1.1%	2,046	2.8%	-1.7%
D	787	9.9%	4,143	5.7%	4.3%
F	1,103	13.9%	5,912	8.1%	5.8%
I	5	0.1%	144	0.2%	-0.1%
IP	4	0.1%	40	0.1%	0.0%
NC	65	0.8%	467	0.6%	0.2%
W	3,734	47.2%	13,693	18.8%	28.4%
Total	7,913		72,912		

In the chart above, there are 7913 student grade records for those students placed on early alert. This compares to 72912 total grade records. About 28% of early-alert students succeed (A, B, C, or Cr) compared to 67% for all students.

Not surprisingly, the rate of early alert students who receive a final grade of A or B is much smaller, about 12% compared to 36%. The rates of C grades are comparable for the two groups. The early alert students receive about 24% D and F grades compared to 10% for the total population. It is unclear whether some students did well after receiving poor initial grades due to system or student interventions, or whether the faculty members misdiagnosed the students when the alert rosters were prepared.

The withdrawal rates of the two groups display a tremendous difference, 47% compared to 19%. This discrepancy may be misleading. A student who has stopped attending a class, and has not yet withdrawn, may receive an early alert letter for lack of attendance. This student will have little interest in an early alert letter, since he or she has no intention of applying interventions to improve a grade in the course. Some of these students may have withdrawn before receiving the letter, and some may have withdrawn after receiving the letter. The timing is unclear, and the data are not available to distinguish between these cases.

When faculty members fill out the early alert rosters, they are asked to choose among several statements. In the chart below, we see that the 7913 students received a total of 13160 messages. The categories of messages and response counts are shown, together with the grades assigned in the course at the end of the semester. Since some students received more than one message, the grade values shown are duplicated counts. That is, one grade per message received instead of one grade per student. About one-fourth of the students receive a message concerning absence or tardiness.

Fall 2000														
Early Alert Grades by Message														
code	Message	A	B	C	Cr	D	F	I	IP	NC	RD	W	Total	%
D1	Already Contacted	141	200	259	8	186	230	2		6		538	1,570	11.9%
D2	Absent or Tardy	99	187	226	25	152	289	1	4	21		2,224	3,228	24.5%
D3	Turn in Assignments	40	134	277	31	175	313	1		21		1,150	2,142	16.3%
D4	Tutoring Needed	53	185	525	21	374	434	1		27		893	2,513	19.1%
D5	Study Skills Needed	32	145	304	9	245	327	3	1	10		634	1,710	13.0%
D6	Meet with Instructor	42	92	192	20	135	209		1	8		664	1,363	10.4%
D7	Meet with Counselor	11	34	82	1	56	95	1		2		352	634	4.8%
Total		418	977	1,865	115	1,323	1,897	9	6	95	0	6,455	13,160	
		3.2%	7.4%	14.2%	0.9%	10.1%	14.4%	0.1%	0.0%	0.7%	0.0%	49.1%		

When looking at the disciplines for which students receives early-alert letters, it can be seen that the early-alert students succeed at much different rates. For example, English students succeed at 36% rate, while mathematics students succeed at a 17% rate. The average success rate for all disciplines is 28%.

Fall 2000													
Early Alert Grades by Discipline													
Discipline	A	B	C	Cr	Suc%	D	F	I	IP	NC	W	Total	
ACCTG	6	17	26		38%	12	15				52	128	
ANATMY		7	20		22%	18	20				60	125	
ART	9	25	17		21%	7	17			1	167	243	
BIOL	2	11	22	2	26%	11	18		2	1	73	142	
BUS	2	4	10		16%	10	10				67	103	
CHEM	6	21	46		40%	25	17	1		2	66	184	
CIS	7	12	12		26%	2	18				68	119	
CS	3	10	29		17%	12	44				152	250	
ECON	9	20	22	1	32%	13	41				59	165	
ENGL	49	136	185	29	36%	102	94			21	479	1,095	
ESL	10	56	170	11	47%	121	47			9	105	529	
GEOG	3	8	37	1	30%	21	35				56	161	
HIST	3	10	24		24%	13	29				74	153	
HUMDEV	4	6	13	16	29%	6	11			9	70	135	
MATH	24	57	183	6	17%	163	343		4	16	792	1,588	
MUSIC	21	27	28		34%	11	25				110	222	
PHILOS		5	10		13%	16	16				67	114	
PHOTO	11	27	9	2	35%	12	7				72	140	
PHY ED	90	16	7	1	49%	2	5			1	109	231	
PHYSICS	9	25	9	1	41%	6	21	1			36	108	
PSYCH	6	27	57	1	25%	58	85				131	365	
SOCIOL	6	17	63		28%	33	53	1		1	138	312	
SPAN	8	16	27	2	23%	15	18			1	139	226	
SPEECH	2	16	29		42%	7	18				39	111	
Other	44	72	92	13	23%	91	96	0	0	3	553	964	
Total	334	648	1,147	86	28%	787	1,103	5	4	65	3,734	7,913	
	4.2%	8.2%	14.5%	1.1%		9.9%	13.9%	0.1%	0.1%	0.8%	47.2%		

Demographics of Early Alert Students

We compare the demographics of early alert students with the demographics for the total student population, in order to determine the disproportionate impact of early alert by gender, age, and ethnicity.

In the column labeled “Alert – All,” we take the difference in the applicable rate for early alert students and subtract the comparable rate for all students. A positive number means that a higher rate of students is on early alert than accounted for by the total population. A negative number means that a lower rate is on early alert.

In the column labeled Alert%, we take the rate determined by dividing the applicable number of alert students by the comparable number for all students. For example, 25.8% of female students and 31.5% of male students are on early alert.

In terms of gender, males are more likely to be placed on early alert than females. Although 43% of the students at the college are male, 48% of the students on early alert are male.

In terms of ethnicity, Asians, Black, and Latino students are more likely to be placed on early alert than White students. Although 34% of the students at the college are White, only 25% of the students on early alert are White. Overall, 20% of White students are on early alert compared to 32% for Asian students, 33% for Latino students, 36% for American Indian students, and 37% for Black students.

Fall 2000					
Group	Early Alert		Graded Students		%
gender	n	%	n	%	Alert - All
Female	4,089	51.7%	15,857	56.6%	-4.9%
Male	3,824	48.3%	12,152	43.4%	4.9%
Unknown			5	0.0%	0.0%
Total	7,913		28,014		28.2%
ethnicity	n	%	n	%	Alert - All
Amlnd	59	0.7%	162	0.6%	0.2%
Asian	1,981	25.0%	6,175	22.0%	3.0%
Black	1,077	13.6%	2,884	10.3%	3.3%
Latino	2,256	28.5%	6,911	24.7%	3.8%
Other	145	1.8%	528	1.9%	-0.1%
Unknown	449	5.7%	1,784	6.4%	-0.7%
White	1,946	24.6%	9,570	34.2%	-9.6%
Total	7,913		28,014		28.2%

We also examined a cross-tabulation between gender and ethnicity.

Some interesting results for “Alert – All” are:

1. The difference is 6.8% for latina (female) students and 0.7% for latino (male) students.
2. The difference is 1.6% for female Asian students and 4.2% for male Asian students.
3. There is no significant difference in the gender rates for Black students.
4. The difference is -10.9% for female White students and -7.9% for male White students.

Some interesting results for “Alert%” are:

1. The rate is 27.4% for female American Indian students and 49.3% for male American Indian students.
2. The rate is 27.7% for female Asian students and 37.1% for male Asian students.
3. The rate is 33.7% for female Black students and 42.5% for male Black students.
4. There is no significant difference in the rates for Latino students.
5. The rate is 17.8% for female White students and 23.9% for male White students.

Fall 2000											
Group	Early Alert			Graded Students			Difference		%		
Gender	Female		Male	Unk	Female		Male	Unk	Female	Male	%
Ethnicity	n	%	n	%	n	%	n	%	Alert - All	Alert%	
AmInd	26	0.6%	33	0.9%	95	0.6%	67	0.6%	0.0%	0.3%	27.4% 49.3%
Asian	912	22.3%	1,069	28.0%	3,289	20.7%	2,884	23.7%	1.6%	4.2%	27.7% 37.1%
Black	573	14.0%	504	13.2%	1,699	10.7%	1,185	9.8%	3.3%	3.4%	33.7% 42.5%
Latino	1,290	31.5%	966	25.3%	3,930	24.8%	2,981	24.5%	6.8%	0.7%	32.8% 32.4%
Other	79	1.9%	66	1.7%	294	1.9%	234	1.9%	0.1%	-0.2%	26.9% 28.2%
Unknown	218	5.3%	231	6.0%	974	6.1%	809	6.7%	-0.8%	-0.6%	22.4% 28.6%
White	991	24.2%	955	25.0%	5,576	35.2%	3,992	32.9%	-10.9%	-7.9%	17.8% 23.9%
Total	4,089		3,824		15,857		12,152		5		25.8% 31.5%

In looking at similar age data, we find that students in the 18-22 age categories are the ones most likely to be on early alert, especially those that are 18 or 19.

Fall 2000					
Group	Early Alert		Graded Students		%
age	n	%	n	%	Alert - All Alert%
below 17	24	0.3%	916	3.3%	-3.0% 2.6%
17	337	4.3%	1,210	4.3%	-0.1% 27.9%
18	1,368	17.3%	3,302	11.8%	5.5% 41.4%
19	1,418	17.9%	3,510	12.5%	5.4% 40.4%
20	1,087	13.7%	2,884	10.3%	3.4% 37.7%
21	732	9.3%	2,114	7.5%	1.7% 34.6%
22	551	7.0%	1,725	6.2%	0.8% 31.9%
23	404	5.1%	1,431	5.1%	0.0% 28.2%
24	298	3.8%	1,129	4.0%	-0.3% 26.4%
25	260	3.3%	971	3.5%	-0.2% 26.8%
26	187	2.4%	849	3.0%	-0.7% 22.0%
27	164	2.1%	719	2.6%	-0.5% 22.8%
28	126	1.6%	624	2.2%	-0.6% 20.2%
29	119	1.5%	598	2.1%	-0.6% 19.9%
30-39	530	6.7%	3,481	12.4%	-5.7% 15.2%
40-49	214	2.7%	1,642	5.9%	-3.2% 13.0%
50-59	76	1.0%	647	2.3%	-1.3% 11.7%
60-69	11	0.1%	205	0.7%	-0.6% 5.4%
above 69	7	0.1%	57	0.2%	-0.1% 12.3%
Total	7,913		28,014		28.2%

The following chart has four categories of demographics, namely first language, enrollment status, citizenship, and employment hours per week

Some interesting results for “Alert – All” are:

1. The difference is 5.7% for students who answer that English is not their first language.
2. The difference is 7.7% for first time college students and 3.3% for continuing students.
3. The difference is - 4.7% for U.S. citizens and 4.0% for F-1 visa students.
4. The difference is 4.6% for unemployed students and - 6.3% for students working 40 or more hours per week.

Some interesting results for “Alert%” are:

1. The rate is 32.4% for students who answer that English is not their first language and 25.6% for students who answer that English is their first language.
2. The rate is 40.4% for first time college students and 30.1% for continuing students.
3. The rate is 26.3% for U.S. Citizens, 29.8% for resident aliens, and 39.3% for F-1 visa students.
4. The rate is 31.5% for unemployed students and 17.1% for students working 40 or more hours per week.

Fall 2000					
Group	Early Alert		Graded Students		Difference
		%		%	
Is English your first language?					
	n	%	n	%	Alert - All
yes	4,392	55.5%	17,133	61.2%	-5.7%
no	3,512	44.4%	10,841	38.7%	5.7%
unknown	9	0.1%	40	0.1%	0.0%
Total	7,913		28,014		28.2%
enrollment status					
	n	%	n	%	Alert - All
first time college student	2,025	25.6%	5,018	17.9%	7.7%
first time at SMC, attended other college	834	10.5%	3,790	13.5%	-3.0%
returning to SMC, transfer from other college	153	1.9%	833	3.0%	-1.0%
out of college one or more semesters, last at SMC	575	7.3%	2,719	9.7%	-2.4%
continuing from previous semester at SMC	4,296	54.3%	14,277	51.0%	3.3%
a special admit, currently enrolled in grades 9-12	30	0.4%	1,377	4.9%	-4.5%
Total	7,913		28,014		28.2%
citizenship					
	n	%	n	%	Alert - All
U.S. citizen	5,097	64.4%	19,373	69.2%	-4.7%
resident alien card	1,236	15.6%	4,150	14.8%	0.8%
temporary resident card	4	0.1%	25	0.1%	0.0%
refugee/asylee	127	1.6%	358	1.3%	0.3%
student F-1 visa	1,129	14.3%	2,876	10.3%	4.0%
other visa	313	4.0%	1,129	4.0%	-0.1%
unknown	7	0.1%	103	0.4%	-0.3%
Total	7,913		28,014		28.2%
employment hours per week					
	n	%	n	%	Alert - All
none	3,525	44.5%	11,195	40.0%	4.6%
1 to 9	429	5.4%	1,456	5.2%	0.2%
10 to 19	1,121	14.2%	3,470	12.4%	1.8%
20 to 29	1,424	18.0%	4,610	16.5%	1.5%
30 to 39	647	8.2%	2,767	9.9%	-1.7%
40 or more	767	9.7%	4,485	16.0%	-6.3%
unknown			31	0.1%	-0.1%
Total	7,913		28,014		28.2%

Goals of Early Alert Students

Some interesting results for “Alert – All” are:

1. The difference is high and positive for students whose goal is Transfer with AA Degree.
2. The difference is negative for students whose goal is Complete Credit for HS, Professional Development / Career Change, or General Education / Personal Interest.

Some interesting results for “Alert%” are:

1. The rates are high for students whose goal is AA degree – General Education / No Transfer, Transfer with AA Degree, or Transfer without AA Degree.
2. The rates are low for students whose goal is Complete Credit for HS, Professional Development / Career Change, Maintain License / Certificate, or Vocational Certificate No Degree.

Fall 2000						
	Early Alert		Graded Students		Difference	%
goal	n	%	n	%	Alert - All	Alert%
AA degree-Gnrl.Educ/No transf	242	3.1%	636	2.3%	0.8%	38.1%
AA Degree - Voc. No transfer	200	2.5%	647	2.3%	0.2%	30.9%
Complete Credit for HS	84	1.1%	1,420	5.1%	-4.0%	5.9%
Discover Career Interest/Goal	220	2.8%	957	3.4%	-0.6%	23.0%
Gnrl. Educ. Personal Interest	788	10.0%	3,673	13.1%	-3.2%	21.5%
Improve Basic Skill	72	0.9%	264	0.9%	0.0%	27.3%
Maintain License/Certificated	26	0.3%	183	0.7%	-0.3%	14.2%
On the Job Skills-No Degree	131	1.7%	677	2.4%	-0.8%	19.4%
Pre-employment Skill-No Degree	30	0.4%	172	0.6%	-0.2%	17.4%
Prerequisites for Grad. Sch.	201	2.5%	991	3.5%	-1.0%	20.3%
Prof.Development/Career Change	234	3.0%	1,846	6.6%	-3.6%	12.7%
Transfer with AA Degree	3,731	47.2%	10,044	35.9%	11.3%	37.1%
Transfer without AA Degree	780	9.9%	2,388	8.5%	1.3%	32.7%
Undecided	1,131	14.3%	3,885	13.9%	0.4%	29.1%
Voc. Certificate-No Degree	43	0.5%	231	0.8%	-0.3%	18.6%
Total	7,913		28,014			28.2%

Majors of Early Alert Students

Some interesting results for “Alert – All” are:

1. The difference is high and positive for students whose major is Business Administration, Pre-Med, Engineering, or Business Management.
2. The difference is negative for students whose major is Art or Liberal Arts.

Some interesting results for “Alert%” are:

1. The rates are high for students whose major is Engineering or Pre-Med.
2. The rates are low for students whose major is Cosmetology or Photography.

Fall 2000						
major	Early Alert		Graded Students		Difference	%
	n	%	n	%	Alert - All	Alert%
AA GEN EDUC	2	0.0%	4	0.0%	0.01%	50.0%
Acctg	121	1.5%	558	2.0%	-0.46%	21.7%
Ad Jus	93	1.2%	253	0.9%	0.27%	36.8%
Anthro	27	0.3%	111	0.4%	-0.06%	24.3%
Arch Draf.	27	0.3%	82	0.3%	0.05%	32.9%
Arch Ills.	82	1.0%	218	0.8%	0.26%	37.6%
Arch Trns.	11	0.1%	50	0.2%	-0.04%	22.0%
Art	229	2.9%	1,033	3.7%	-0.79%	22.2%
Astronomy	10	0.1%	33	0.1%	0.01%	30.3%
Ath Trainr	13	0.2%	31	0.1%	0.05%	41.9%
Auto Body	5	0.1%	19	0.1%	0.00%	26.3%
Auto Tech	22	0.3%	89	0.3%	-0.04%	24.7%
Biling	1	0.0%	7	0.0%	-0.01%	14.3%
Biol Sci	144	1.8%	525	1.9%	-0.05%	27.4%
Biotechnology	2	0.0%	18	0.1%	-0.04%	11.1%
Botany	3	0.0%	11	0.0%	0.00%	27.3%
Brd. Progr	84	1.1%	241	0.9%	0.20%	34.9%
Bus-Internation	41	0.5%	101	0.4%	0.16%	40.6%
Bus Marketing	43	0.5%	166	0.6%	-0.05%	25.9%
Bus Mgt/Leader	35	0.4%	122	0.4%	0.01%	28.7%
Bus. Adm.	476	6.0%	1,454	5.2%	0.83%	32.7%
Bus. Fin.	54	0.7%	190	0.7%	0.00%	28.4%
Bus. Merch	38	0.5%	96	0.3%	0.14%	39.6%
Bus. Mgmt	290	3.7%	889	3.2%	0.49%	32.6%
Bus. Sup.	9	0.1%	27	0.1%	0.02%	33.3%
Chemistry	20	0.3%	67	0.2%	0.01%	29.9%
Chicano	4	0.1%	5	0.0%	0.03%	80.0%
Child Devp	129	1.6%	517	1.8%	-0.22%	25.0%
Cinema	163	2.1%	550	2.0%	0.10%	29.6%
CIS	413	5.2%	1,394	5.0%	0.24%	29.6%
Comm.Disor	2	0.0%	10	0.0%	-0.01%	20.0%
Communictn	54	0.7%	183	0.7%	0.03%	29.5%
Comp. Animation	33	0.4%	139	0.5%	-0.08%	23.7%
Computer Sci	196	2.5%	668	2.4%	0.09%	29.3%
Const Tech	2	0.0%	4	0.0%	0.01%	50.0%
Cosm	19	0.2%	152	0.5%	-0.30%	12.5%
CSU GE		0.0%	1	0.0%	0.00%	0.0%
Dance	25	0.3%	104	0.4%	-0.06%	24.0%
Dentl Hyg	22	0.3%	51	0.2%	0.10%	43.1%
Drftng	3	0.0%	11	0.0%	0.00%	27.3%
Economics	56	0.7%	200	0.7%	-0.01%	28.0%
Educ/EI/Sc	136	1.7%	460	1.6%	0.08%	29.6%
Electron.	15	0.2%	55	0.2%	-0.01%	27.3%
Emergency Mgt		0.0%	4	0.0%	-0.01%	0.0%
English	154	1.9%	608	2.2%	-0.22%	25.3%
Engr -4 Yr	195	2.5%	485	1.7%	0.73%	40.2%
Enter. Business	34	0.4%	77	0.3%	0.15%	44.2%
Entertnmt Tech	15	0.2%	66	0.2%	-0.05%	22.7%
Ethnic	4	0.1%	19	0.1%	-0.02%	21.1%
Fashion Design	14	0.2%	53	0.2%	-0.01%	26.4%
Fashn Mrch	45	0.6%	135	0.5%	0.09%	33.3%
Fire Tech.	25	0.3%	105	0.4%	-0.06%	23.8%
French	5	0.1%	50	0.2%	-0.12%	10.0%
Gen Sci	13	0.2%	53	0.2%	-0.02%	24.5%

Geography	1	0.0%	13	0.0%	-0.03%	7.7%
Geology	3	0.0%	12	0.0%	0.00%	25.0%
German	3	0.0%	24	0.1%	-0.05%	12.5%
GIS	1	0.0%	4	0.0%	0.00%	25.0%
Gr Des	196	2.5%	706	2.5%	-0.04%	27.8%
Health Faac		0.0%	1	0.0%	0.00%	0.0%
History	59	0.7%	182	0.6%	0.10%	32.4%
Home Econ		0.0%	7	0.0%	-0.02%	0.0%
IGETC		0.0%	1	0.0%	0.00%	0.0%
Ind Arts	1	0.0%	14	0.0%	-0.04%	7.1%
Intact. Media	6	0.1%	49	0.2%	-0.10%	12.2%
Intdsn	48	0.6%	234	0.8%	-0.23%	20.5%
Journalism	70	0.9%	207	0.7%	0.15%	33.8%
Lib Arts	2,085	26.3%	7,910	28.2%	-1.89%	26.4%
Life Sci	1	0.0%	12	0.0%	-0.03%	8.3%
Manuf		0.0%	1	0.0%	0.00%	0.0%
Math	42	0.5%	134	0.5%	0.05%	31.3%
Music	119	1.5%	428	1.5%	-0.02%	27.8%
OIS-LEGAL	1	0.0%	1	0.0%	0.01%	100.0%
OIS	14	0.2%	63	0.2%	-0.05%	22.2%
Pattern		0.0%	2	0.0%	-0.01%	0.0%
Philosophy	20	0.3%	71	0.3%	0.00%	28.2%
Photo	76	1.0%	404	1.4%	-0.48%	18.8%
Phy. Ed.	26	0.3%	86	0.3%	0.02%	30.2%
Physics	8	0.1%	38	0.1%	-0.03%	21.1%
Pol Sci	81	1.0%	276	1.0%	0.04%	29.3%
Pre-Law	44	0.6%	124	0.4%	0.11%	35.5%
Pre-Med	245	3.1%	649	2.3%	0.78%	37.8%
Pre Denty	51	0.6%	134	0.5%	0.17%	38.1%
Pre Fores	2	0.0%	4	0.0%	0.01%	50.0%
Pre Opt.	8	0.1%	22	0.1%	0.02%	36.4%
Pre Pharm	37	0.5%	115	0.4%	0.06%	32.2%
Pre Vet	39	0.5%	120	0.4%	0.06%	32.5%
Prechirp.	4	0.1%	26	0.1%	-0.04%	15.4%
Prephy Thp	62	0.8%	181	0.6%	0.14%	34.3%
Printing		0.0%	1	0.0%	0.00%	0.0%
Psychology	315	4.0%	1,122	4.0%	-0.02%	28.1%
Recreation	11	0.1%	22	0.1%	0.06%	50.0%
Reg Nursng	191	2.4%	628	2.2%	0.17%	30.4%
Resp Ther	3	0.0%	19	0.1%	-0.03%	15.8%
RI Est	11	0.1%	31	0.1%	0.03%	35.5%
Script	2	0.0%	12	0.0%	-0.02%	16.7%
Small Bus Mgt	5	0.1%	9	0.0%	0.03%	55.6%
Soc. Stu.	3	0.0%	16	0.1%	-0.02%	18.8%
Sociology	68	0.9%	210	0.7%	0.11%	32.4%
Spanish	32	0.4%	105	0.4%	0.03%	30.5%
Speech	5	0.1%	27	0.1%	-0.03%	18.5%
Th Art	107	1.4%	387	1.4%	-0.03%	27.6%
Tourism Hspitlty	1	0.0%	3	0.0%	0.00%	33.3%
TRANSFER AA		0.0%	1	0.0%	0.00%	0.0%
Undecided	138	1.7%	574	2.0%	-0.31%	24.0%
Unknown	2	0.0%	6	0.0%	0.00%	33.3%
Voc Nursng	4	0.1%	7	0.0%	0.03%	57.1%
Welding		0.0%	14	0.0%	-0.05%	0.0%
Women's Studies	4	0.1%	11	0.0%	0.01%	36.4%
Total	7,913		28,014			28.2%

Early Alert Students by City

Some interesting results for “Alert – All” are:

The difference is negative for students from Santa Monica.

The rates vary widely by city for “Alert%”. Please see the table.

Los Angeles-La Tijera	89	1.1%	243	0.9%	0.3%	36.6%
Los Angeles-Lincoln Heights	6	0.1%	33	0.1%	0.0%	18.2%
Los Angeles-Lugo	10	0.1%	37	0.1%	0.0%	27.0%
Los Angeles-Mar Vista	345	4.4%	1,508	5.4%	-1.0%	22.9%
Los Angeles-Miracle Mile	84	1.1%	383	1.4%	-0.3%	21.9%
Los Angeles-Oakwood	114	1.4%	359	1.3%	0.2%	31.8%
Los Angeles-Palms	552	7.0%	1,925	6.9%	0.1%	28.7%
Los Angeles-Pico Heights	128	1.6%	335	1.2%	0.4%	38.2%
Los Angeles-Preuss	165	2.1%	558	2.0%	0.1%	29.6%
Los Angeles-Rancho Park	202	2.6%	762	2.7%	-0.2%	26.5%
Los Angeles-Rimpau	272	3.4%	786	2.8%	0.6%	34.6%
Los Angeles-Sanford	214	2.7%	615	2.2%	0.5%	34.8%
Los Angeles-Vermont	46	0.6%	111	0.4%	0.2%	41.4%
Los Angeles-Wagner	74	0.9%	165	0.6%	0.3%	44.8%
Los Angeles-Watts	102	1.3%	275	1.0%	0.3%	37.1%
Los Angeles-West Adams	161	2.0%	445	1.6%	0.4%	36.2%
Los Angeles-West Hollywood	308	3.9%	1,303	4.7%	-0.8%	23.6%
Los Angeles-West L.A.	347	4.4%	1,357	4.8%	-0.5%	25.6%
Los Angeles-Westchester	129	1.6%	525	1.9%	-0.2%	24.6%
Los Angeles-Westvern	53	0.7%	129	0.5%	0.2%	41.1%
Los Angeles-Westwood	213	2.7%	699	2.5%	0.2%	30.5%
Malibu	52	0.7%	201	0.7%	-0.1%	25.9%
Manhattan Beach	19	0.2%	75	0.3%	0.0%	25.3%
Marina Del Rey	72	0.9%	307	1.1%	-0.2%	23.5%
Mission Hills	4	0.1%	28	0.1%	0.0%	14.3%
Montebello	11	0.1%	31	0.1%	0.0%	35.5%
Monterey Park	9	0.1%	41	0.1%	0.0%	22.0%
North Hollywood	55	0.7%	158	0.6%	0.1%	34.8%
Northridge	41	0.5%	167	0.6%	-0.1%	24.6%
Pacific Palisades	55	0.7%	248	0.9%	-0.2%	22.2%
Pacoima	12	0.2%	51	0.2%	0.0%	23.5%
Palos Verdes	7	0.1%	51	0.2%	-0.1%	13.7%
Panorama City	26	0.3%	61	0.2%	0.1%	42.6%
Pasadena	10	0.1%	36	0.1%	0.0%	27.8%
Playa Del Rey	30	0.4%	162	0.6%	-0.2%	18.5%
Redondo Beach	40	0.5%	146	0.5%	0.0%	27.4%
Reseda	23	0.3%	91	0.3%	0.0%	25.3%
San Pedro	4	0.1%	29	0.1%	-0.1%	13.8%
Santa Monica	717	9.1%	3,166	11.3%	-2.2%	22.6%
Sepulveda	21	0.3%	55	0.2%	0.1%	38.2%
Sherman Oaks	47	0.6%	178	0.6%	0.0%	26.4%
South Gate	20	0.3%	47	0.2%	0.1%	42.6%
Studio City	20	0.3%	82	0.3%	0.0%	24.4%
Sylmar	14	0.2%	39	0.1%	0.0%	35.9%
Tarzana	35	0.4%	83	0.3%	0.1%	42.2%
Topanga	11	0.1%	77	0.3%	-0.1%	14.3%
Torrance	56	0.7%	195	0.7%	0.0%	28.7%
Valley Village	19	0.2%	57	0.2%	0.0%	33.3%
Van Nuys	61	0.8%	238	0.8%	-0.1%	25.6%
Van Nuys	209	2.6%	962	3.4%	-0.8%	21.7%
Van Nuys	25	0.3%	86	0.3%	0.0%	29.1%
Other	459	5.8%	1,556	5.6%	0.2%	29.5%



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